Daily Lesson Plan



Student: Nathan Branine Cooperating Teacher’s Approval: \_\_\_\_\_\_\_\_ Date: October 27, 2010

Subject: Physical Education Topic: Croquet Grade: 9th grade

**Allocated Time**: 50 minutes

**Student Population**: The ninth grade class is constituted of 24 students with a range of multifarious abilities, learning styles, and motor skills. The group is familiar with concepts related to ball sports and basic physical education skills akin to hand/eye coordination and strategic application of rules

**PDE Academic Standard:**

**10.4.9.D:** Analyze factors that affect physical activity preferences of adolescents.

* skill competence
* social benefits
* previous experience

**10.5.9.B:** Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement.

* response selection
* stages of learning a motor skill (i.e. verbal cognitive, motor, automatic)
* types of skill (i.e. discrete)

**10.5.9.C:** Identify and apply practice strategies for skill improvement.

**Goal for Understanding**: Students will apply the rules, strategies, and skills of croquet and teamwork into cognitive exercises and actively participating in a round of physical competition.

**Instructional Objective:**

* Students will be able to recall the basic terminology and rules of croquet by answering multiple choice questions on a quiz and completing questions on a review sheet
* Students will be able to model the strategies and physical skills of croquet through a teamwork competition with their classmates

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| Student Behaviors  To recall the basic terminology of croquet  To read and answer questions relating to a basic understanding of 9 wicket croquet rules as mentioned in a prior class period  To view and model appropriate technique and skills  To apply basic skills and strategy into a team based competition | Sources of Evidence  Multiple choice questions are answered on a 10 question quiz  Questions are answered in sentence form to recall the basic rules and understanding of backyard croquet  Teacher-led demonstration will lead to student demonstrations with necessary modifications  Teams are created to allow students to participate in a round of croquet too outplay their classmates | Criteria for Evaluation  Students demonstrate proficient, partially proficient or needs improvement level of understanding for the basic terms relating to croquet  Students demonstrate proficient, partially proficient or needs improvement for relating previously instructed information into written responses and knowledgeable further application  Students demonstrate proficient, partially proficient or needs improvement for the ability to model teacher-led demonstration into a modified skill set for developing strategic ways to participate in the game of croquet  Students demonstrate proficient, partially proficient or needs improvement to working and strategizing as a team while initiating the modeled skills for croquet and exhibiting sportsmanlike conduct with their peers |

Teaching to the Objective

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| Estimated Time:  3 minutes | Warm-up: List terms for students to respond by explaining and/or describe the term for the rest of the class | Process:  After raising their hands and teacher prompts the students, verbal responses will be given in their own words with teacher assistance as needed |
| 7 minutes | Introduction: Hand out quiz  term sheet   * Containing 8 numbered blanks for students to fill in the corresponding croquet terms * Teacher will give visual aids, verbal examples, and illustrations depicting the terms to be filled in * Teacher will assess the student’s comprehension and understanding by having the student’s exchange papers to grade with red pens while the teacher dictates the correct responses. | Content: visual quiz sheet  Visual learners: actual objects such as mallets, wickets, pegs, etc. to give assistance. Demonstrations of actions like roquet and lawful scoring. |
| 30 minutes | Developmental Activities: Ask students “What else do we need to know before we can actually play a round of croquet?” Students give their reponses   * Students answer questions with a peer whose seat is adjacent by writing responses in the blanks * Elicit student responses by asking different groups about their answers * Students will pass in papers to the teacher who will redistribute them at the end of class * Have students choose numbers from a hat (#1-6) and then divide them by team next to the their color-coordinated flag * Students will be given a choice of team/mallet color based on team number from 1 to 6 * With mallet and ball, teacher will demonstrate golf-side and straddle-side swings with ball put in motion toward wicket * Choose a student to model the correct croquet skill and ghost run the course while giving rule instruction verbally * Teams will line up based on colors from the peg (top to bottom) * The blue team will start their turn with the first player hitting their ball. Based on the aforementioned rules, the teams will take their turns in the remaining order: red, black, yellow, green, and orange * Each team will rotate an individual player from their four person team on each turn * The game will end when the first team to complete the course in the proper order and reach the final peg | Content: hand out backyard croquet question sheet  Process: Direct students to work with another student and maintain classroom behavior and on-task completion by walking around the room and giving needed assistance  Process: Anonymously chosen teams will assist with classroom management, limit discrepancies, and build camaraderie among teammates  Process: Students can confer with other teammates on choosing a team color  Process: Having a student model the course will help keep the other student’s attention and focus on the proper procedures and possible strategies  Process: Make sure students go in the correct order, wait their turn, develop team strategy while waiting in line with one student from each team on the field at a time, and encourage each other positively in the process  Kinesthetic learners can focus their hand/eye coordination ability and physically demonstrate their skills  Process: Make sure teams are sharing the responsibility and opportunity to play the game correctly. Monitor for rule following and penalize appropriately for infractions (miss a turn for inappropriate behavior, tampering with equipment, and/or violating the rules as stated in the aforementioned class) |
|  | Assessment: Teacher keeps record of what teams/students finished in what place to be used in choosing teams/colors for the next class period |  |
| 5 minutes | Closure: Ask the students “What strategies were effective/ineffective in playing the game?” and “How could they work together better as a team to win during the next round?”  Have students help by picking up equipment and placing in appropriate containers | Process: Allow students to express themselves openly, but insist they remember good sportsmanship and corrective criticism |

**Follow-up:**

* Students receive handout papers and quizzes to review rules and terms
* Students repeat skills for playing croquet in the next two class Physical Education periods
* Take a test over the rules and terms of croquet
* Use certain croquet skills like stance, gripping the mallet, and swinging in learning golf

Materials: Quiz sheets, backyard croquet question sheets, croquet set (6 mallets, 6 balls, 9 wickets w/holders, 2 pegs, croquet bag), colored flags for team waiting areas

Resources:

1. **Lamb, Bill. *Croquet (Skills of the Game)*. New Ed ed. Nebraska: Crowood Press, 2008**.

Useful for understanding official world rules of croquet

1. **How to Play Croquet : Proper Etiquette for Playing Croquet**

<http://www.youtube.com/watch?v=zoevjpZxCgg&feature=channel>

1. **How to Play Croquet : How to Swing a Croquet Mallet**

<http://www.youtube.com/watch?v=c6XN2J45_Eo&feature=related>

1. **croquet on TV - AC world champs 2005, "Transworld Sport"**

<http://www.youtube.com/watch?v=e_mKCdA3Iqo&feature=related>

1. **World Croquet Championship quarters 2008**

<http://www.youtube.com/watch?v=vkx7KsreqPE&feature=related>

1. **1997 USCA Croquet Championship**

<http://www.youtube.com/watch?v=vkx7KsreqPE&feature=related>

1. **How to Play Croquet : How to Determine Croquet Court Size**

<http://www.youtube.com/watch?v=ZBtdNgBfUtU&NR=1>

References:

1. **How to Play Croquet : How to Begin Playing Croquet**

<http://www.youtube.com/watch?v=UNoeV67S2Uc&feature=channel>

This video provided different styles for swinging technique

1. <http://9wicketcroquet.com/>

This site provided official rules, strategy, terms, and diagrams for backyard croquet

1. <http://www.go4english.com/tp/read.php?lang=en&unitid=1502>

This site provided general ball sport questions which were adapted for the backyard croquet handout

**GAME PERFORMANCE (CROQUET)**

NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

􀀀 Exceeds (A) = 15 - 16 total points and at least 3 points on each dimension

􀀀 Meets (B) = 13 - 14 total points and at least 2 points on each dimension

􀀀 Approaches (C) = 10 - 12 total points and at least 1 point on each dimension

􀀀 Begins (F)= 1 - 9 total points

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|  | **Offense** | **Application of Rules** | **Teamwork** | **Cooperation** |
| **4** | Moves toward goal/target in control and scores; uses teammates effectively and can carry out strategy | Uses proper technique and follows rules effectively with 90% accuracy | Plays position in turn; encourages & compliments teammates; | Follows directions; not disruptive; shows respect for teachers and students; helps others. |
| **3** | Moves toward team goal/target but does not have total control; uses teammates to execute strategy but does not have total control | Tries to use proper technique and follows rules with 80% accuracy | Plays position in turn | Follows directions; not disruptive; shows respect for teachers and students; occasionally helps others. |
| **2** | Is aware of team’s goal/target but is not able to move toward goal/target; is aware of teammates but does not have skill to make strategy effective. | Makes attempt to participate but does not display proper technique; follows rules with 50% accuracy | Plays other teammates position; purposelly plays out of turn | Does not follow directions; blames others for difficulties or playing quality |
| **1** | Is not aware where goal or target is; does not move toward target/goal; is not aware of other teammates; does not attempt to use strategy with teammates. | Refuses to use proper technique and/or does not follow proper rules purposefully | Argumentative; Unsportsmanlike; refuses to play position in turn | Disruptive; fights; argues; blames others for difficulties or playing quality. |
| **Score** |  |  |  |  |